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ABSTRACT

A practicum was designed to improve the oral/aural vocabulary which would eventually improve the reading vocabulary of second language learners. The practicum, implemented in a second grade by a media specialist who counted on the cooperation of the classroom teacher, consisted of a read-aloud program in which the students read daily from a variety of trade books. Subjects were 26 students who had already completed an English-as-a-Second Language program and were considered to be at an independent level in English. Pre- and posttests were administered which recommended reading and listening levels for a frustration, instructional, and independent level of instruction, as well as a writing vocabulary test. Flyers were developed for community speakers and school wide programs; and for recommended read-aloud lists for recently published titles for various age levels. Faculty members were encouraged to read aloud to their respective classes. "Buddy" readers were trained to read and listen to the participating second-grade class--each second grader had his/her own buddy. Other teachers also changed their attitudes on the importance of reading aloud. Data analysis revealed that students' oral/aural vocabulary and reading vocabulary increased, and the school principal has instituted a regular read-aloud portion to the existing reading program. (Contains 46 references. Appendixes include a read-aloud packet listing various genres and age-appropriate books, and a parent night notice in English and Spanish.) (NKA)

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ED 384 852

Improving Vocabulary of Second Grade Second Language Learners Through A Read Aloud Program

by

Dorothy L. Gunter

Cluster 49

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A Practicum II Report Presented to the Ed.D. Program in Child and Youth Studies in Partial Fulfillment of the Requirements for the Degree of Doctor of Education

Nova Southeastern University

1995

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PRACTICUM APPROVAL SHEET

This practicum took place as described.

Verifier: Maria Llerena

Maria Llerena

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This practicum report was submitted by Dorothy Gunter under the direction of the adviser listed below. It was submitted to the Ed. D. Program in Child and Youth Studies and approved in partial fulfillment of the requirements for the degree of Doctor of Education at Nova Southeastern University.

Approved:

June 3 1995
Date of Final Approval of Report

Ann E Fordham
Ann E. Fordham, Ph. D., Adviser

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ABSTRACT

Improving Vocabulary of Second Grade Second Language Learners Through a Read Aloud Program. Gunter, Dorothy L., 1995: Practicum Report, Nova Southeastern University, Ed.D. Program in Early and Middle Childhood.
Elementary Education/ Language Development/ Listening/ Listening Comprehension/ Primary/ Reading/ Reading Aloud to Others/ Reading Comprehension/ Second/ Vocabulary Development/

This practicum was designed to improve the oral/aural vocabulary which would eventually improve the reading vocabulary of second language learners.

The writer working with the co-operating second grade classroom teacher instituted a read-aloud program, reading on a daily basis from a variety of trade books. The writer administered pre and post tests which recommended reading and listening levels for a frustration, instructional, and independent level of instruction, as well as a writing vocabulary test.

The writer developed flyers for community speakers and school wide programs; developed recommended read-aloud lists for recently published titles for various age levels; encouraged faculty members to read-aloud to their respective classes. Teachers changed their attitudes on the importance of reading aloud.

Data analysis revealed that students oral/aural vocabulary and reading vocabulary had increased. The principal has instituted a regular read aloud portion to the existing reading program.

Permission Statement

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June 9, 1995 (date) Dorothy L. Gunter (signature)

CHAPTER I

INTRODUCTION

Description of Community

A well loved 50 year old building filled with character, charm, and structural faults was replaced with a fashionable, windowless, air-conditioned school with open classrooms. This new school was built to house 599 students and faculty as the community in which it was situated was an old well established community with little or few areas of potential growth. Then the destabilization of various South American and Caribbean governments began a steady flow of immigrants to the community.

The total enrollment is currently over 1,300 students with an additional 140 full and/or part time staff members. There are 15 portables on the grounds with an additional 10 portables housed at the middle school. The portables at the middle school house the entire kindergarten and pre-kindergarten population of the school.

Of the 1,322 students, 1,128 receive free lunch with an additional 98 receiving reduced priced lunch. On mandated standardized tests, 825 students fall below national

averages and are eligible for Chapter I funding. The school has been designated a school wide Chapter I school changing the configuration of classrooms and teacher/student ratios as well as the placement of many full time and part time Chapter I paraprofessionals.

The community, in which the school is located, is known for its diverse cultural background. As the original families moved out into the suburbs so have many of the first tides of immigrants, making room for newer arrivals. The neighborhood is predominantly a lower-middle to upper-lower class neighborhood with an above average number of non-working mothers. This could be because of still strong cultural beliefs that the mother stays in the home while the father is the bread winner. As families become more familiar with the community and desirous of more tangible items, mothers seem to enter the working force.

Many of the adults, living in the community, were born outside of the United States. The majority of the parents are not able to converse with members of the staff in English and often require interpreters. The staff is over 50% bilingual, and finding interpreters is not usually a problem for those members who need assistance in speaking with parents.

Few of the students speak English prior to entering the school system. Those students who are found in need of English instruction are placed in English for Speakers of

Other Languages (ESOL) classes. Almost all of the kindergarten and first grade classes are considered self-contained ESOL classes as all members of the class are at various levels of acquiring English as a second language. These classes are usually divided into levels I/II and III/IV of ESOL instruction. Once students are considered at an independent level, where they can be instructed solely in English, they are exited from the ESOL program.

Students who have exited ESOL classes are given the same type of standardized tests as are students throughout the United States. They may be ready for full time instruction in the English language, but they do not have the language background of a native speaker. Language acquisition is something that is an on going project within the school.

Approximately 98% of the student population is Hispanic with the rest of the population being made up of Chinese, American, and a scattering of European and Caribbean nationalities. During the last school year it was found that there were children from at least 36 different countries within the school.

Writer's Work Setting and Role

The writer has completed 26 years with the county's school system and is currently one of two media specialists

at this large urban elementary school. The writer has a masters degree in educational media and is certified in media, grades K-12. Besides a second full time media specialist, the staff consists of a full time clerk, and two valuable volunteers from the community. The media center staff and the school's library power team has been a part of the county's first year of implementation of a "Library Power" program. "Library Power" is a funded grant through the DeWitt Wallace Reader's Digest grant program.

The writer was an elementary classroom teacher for fifteen years prior to taking the current position of media specialist. The majority of the writer's classroom experience was in kindergarten and first grade, explaining why the writer has been reluctant to give up a weekly storytime for the pre-kindergarten, kindergarten and first grade classes. Storytime for the pre-kindergarten, kindergarten, and first grade has been a weekly event with much of the instructional time devoted to oral language development through nursery rhymes, songs and various activities.

Instruction for the older students comes about through collaborative planning between the classroom teacher and the media specialists. Library instruction is not done in isolation but is done in conjunction with classroom studies. Weekly scheduled classes are not a part of the instructional program of the media center. Classes are scheduled by the

media specialists in collaboration with instructional objectives and may meet at various times as needed. Rarely are whole classes scheduled into the media center at one time but rather small groups or individuals are instructed.

The media center is housed in an entire arena or pod area within the school. It is spacious enough for several activities to go on at the same time. The media center has an open policy where individual students or small groups may come in at any time for browsing, book check out, research, reading, video watching, etc., even while a scheduled instructional activity is going on.

CHAPTER II

STUDY OF THE PROBLEM

Problem Description

The majority of the student population had vocabulary scores below the national average on standardized reading tests. These low scores were a part of the reason that the school was designated a school wide Chapter I program.

Standardized reading tests, given throughout the nation, have been geared toward students who came from English speaking families. Although these tests have been constantly scrutinized for their biases against various minority groups of people; such as, urban, rural, male, female, blacks, Hispanics, etc..., eventually, all students must be able to do well on these nationally normed tests if they wish to go on to college or the working arena. For in these arenas they are judged against others who have been able, or have not been able, to surpass them on some kind of written or verbal test.

English is the language of the school, not necessarily of the home or the community. A person could live, work, and shop within the community where the school is located

and never have to speak the English language. Radio and television stations are available which have all their programming in the Spanish language. Spanish language newspapers abound throughout the county. Many of the children had only heard and spoken English within the confines of the school. The school seems to have been an effective conduit of the English language. While walking through the cafeteria, the writer noted that English seemed to have been the chosen language for casual conversations, especially with the older students. Maybe the true language one heard in the cafeteria was "Spanglish" for it was a combination of both Spanish and English. Whenever a child didn't know a word he/she was searching for in one language, the known word from the other language was utilized.

Students who have passed the exit test in ESOL are considered to be at an independent level in understanding and using the English language. The test has been used strictly for ascertaining the possibility of the child understanding instruction given in English, and his/her being able to communicate effectively in the language. Advanced vocabulary has not been a pre-requisite for passing the test; in fact, the same test was given to kindergartners and fifth graders.

Many expressions and terms used in English do not have the same meaning when translated into other languages. The writer informally asked several of the staff members if they

could remember any particular American English language idioms or phrases which gave them problems when first learning the language. Two staff members explained how they had been confused when they first heard the term "birds of a feather flock together" and did not have any idea why the speaker was suddenly speaking about birds. Another remembered checking his tongue when he heard the expression "cat got your tongue". The adults stated that they only queried the speaker if it was someone with whom they felt comfortable.

Children, on the other hand, would usually say "huh" when a strange expression was heard and they did not understand the meaning. If they felt shy, they might just give the speaker a strange look, or possibly just ignore the speaker and turn him/her off. The writer grew up hearing various Irish expressions used in the home. The children in the school often heard "just a wee bit" or "wait a bit" when they asked a question, or wanted a moment of this writer's time. A term that makes children sit up and take notice has been "It's raining cats and dogs." Strange expressions appear on children's faces when they first hear this expression. An observant adult must explain the meaning of this strange idiom before some more exuberant student decides to check it out for himself/herself.

When literally translating various words from English to Spanish, confusion may abound. The English word

"library" and the Spanish word "libreria" come from the same Latin root. Many parents and a few staff members have given directions to the schools "libreria" meaning the "library". The actual meaning of "libreria" is book store while "biblioteca" is the Spanish word for library. Maybe that is why so many children want to "rent" books instead of "borrowing" them.

The majority of the student body have learned English as a second language. Thus, the school had a large number of students who did not understand many of the expressions and terms used by native English speakers, and were not scoring at, or above, the national average on reading tests due to this lack of vocabulary in the English language.

Problem Documentation

Information obtained on students completing first grade, who had just been exited from the ESOL program, showed that many of those students were not reading at grade level. Twenty-four children who were assigned to a second grade class based on their having been classified as Level V ESOL, which means that they were considered at an independent level and would not be taking ESOL instruction in the fall, were tested. The principal arbitrarily assigned the second grade teacher, who had agreed to work with this writer, to this class. As the media specialist,

the writer wanted someone who was compatible to and shared some basic goals and beliefs in teaching to work with during the implementation period. By the opening of school, at the start of the implementation stage of this practicum, there were 26 students in the class, 21 from the original list of 24. Of these 26 identified students, first grade teachers named a total of six who had used the first grade reader as their basal reading text.

The San Diego Quick Assessment, or Graded Word List (GWL) Test (Ekwall & Shanker, 1993), was given to those students who were assigned to the participating second grade class. Independent, instructional, and frustration levels were individually obtained as a recommended beginning level for the Ekwall/Shanker Reading Inventory (Ekwall & Shanker, 1993) test two (forms A and B). A second grade instructional level was obtained for only five of the students or 19.2% of the students tested.

Test two of the Ekwall/Shanker Reading Inventory (Ekwall & Shanker, 1993) placed 7 of those tested at a pre-primer/primer instructional level and at a frustration level on the first grade passages (26.9%) with an additional seven scoring at the frustration level on the pre-primer/primer passages (26.9%).

A listening comprehension score was obtained using test three of the Ekwall/Shanker Reading Inventory (Ekwall & Shanker, 1993) with 12 students scoring 70% or better at the

second grade level.

A mean score of 26.8 was obtained on a Writing Vocabulary Test constructed by Susan Robinson (cited in Clay, 1985). This score was obtained by asking the students to write all the words they knew in a ten minute time period. Various groupings of words were suggested when a student seemed blocked; such as, "Can you name some foods you like to eat?". The children were asked to read the list of words at the end of the ten minute time limit and were given a point for every word that was correctly read as well as spelled correctly.

Causative Analysis

Possible reasons why the students did not understand many of the terms or expressions used by native English speakers varied. One possible reason might have been that many of the students were born in countries where English was not the native language. The schools records show that close to 50% of the student body were born outside of the United States. In checking the records it was found that all but two of the targeted class were born in the United States while the others were born in various countries.

The records also showed that none of the students in the targeted class entered kindergarten able to speak English at an independent level on the initial ESOL test.

The students had not heard a variety of terms or expressions used in many English speaking homes. The children all learned Spanish as their first language and have been introduced to English since entering school. Several years ago, the writer met a monolingual kindergartner who was amazed at the unbelievable fact that this writer spoke only a small amount of broken Spanish. He informed the writer in simple Spanish, but with very explicit terms, standing with his hands on his hips, that something must be wrong with the writer as she was big while he was little and he could speak Spanish with no problem. When informed that the writer could only speak English well, he exclaimed "Dios, madre!" while slapping the side of his face in disbelief. All adults in his experience spoke Spanish and very little English. The writer exasperated this small disbeliever even more, when she explained that she had only spoken English since she was small so why couldn't he speak English. His eyes spoke a multitude. This charming little boy just left the elementary school for the middle school and gave the writer a big hug saying, in good English, that he remembered well the first time we had met and his disbelief that an adult really couldn't speak Spanish.

Some of the teachers came from bachgrounds similiar to the students, and were not familiar with many common idioms or expressions used in the English language. At one time

the doors leading from the central cafeteria area into the media center did not have self closing fixtures, thus allowing the noise from the cafeteria into the media center if the door was not closed when someone entered the room. The writer would call out to many members of the staff "This isn't a barn", meaning to please shut the door, that only barn doors are left open. The writer became aware that very few knew of what she spoke and had to adjust the terminology used.

Relationship of the Problem to the Literature

The lack of adequate student vocabulary is a concern of educators at various levels of education from pre-school to college. From the time a student enters formal education at the tender age of four or five until they graduate from college, teachers are concerned with whether or not the student can comprehend the materials being presented. Students who have meager oral/aural vocabularies are usually poor readers (Cunningham, 1987; Green & Halsall, 1991; Staab, 1992; Thelen, 1985; Wells, 1983; Wells, 1986). In order to increase the child's oral/aural vocabulary Staab (1992) believes that children must be allowed to talk in the classroom. If educators want to increase the vocabulary of their students, they must give them the opportunity to use vocabulary. Staab (1992) states "we learn language by

observing, attempting to use it in various situations, and receiving feedback" (p. 6).

A knowledge base is built upon an existing base. For new ideas to be fit into this pre-existing base there has to be some sort of tie to the existing cognitive structure (Cunningham, 1987; Green & Halsall, 1991; Pearson, 1985; Thelen, 1985). In other words, vocabulary cannot be taught in a vacuum. A concept for any idea does not grow all at once. A series of experiences over a lifetime continually expands and builds on what has been experienced previously (Cunningham, 1987).

Teachers across a wide range of subject matter are concerned with ways to increase their student's vocabularies (Duin & Graves, 1988; Goldstein, 1986; Graves & Prenn, 1986; Nelson-Herber, 1986; Polette, 1989; Richek, 1988; Riddell, 1988; Simpson, 1987). Various journals run articles from whole language in the elementary school, to content based secondary to post secondary instruction for the development of vocabulary. Polette (1989) seems to be aware of the old adage that a picture is worth a thousand words when he recommends the use of alphabet books in the secondary classroom. By using the pictures he is providing the class with visual concepts. Thus, students can add new ideas or add to already formed ideas which will strengthen their knowledge base via way of vicarious experiences.

Richek (1988) believes that students can acquire new

word meaning incidentally through reading and listening. Sinatra and Dowd (1991) reflect this same belief when they state "involving students in lots of reading is a most effective way to enlarge their vocabularies" (p. 225).

Children in many countries enter school not able to speak the language of the school (Elley, 1991; McConnell, 1989; Romney, Romney, & Braun, 1988). Children born within the boundaries of a country do not necessarily speak the language of the schools. For many children born in the United States, English is a second language learned when one begins school. McConnell (1989) tells of her findings in southeastern Montana among the Northern Cheyenne Indians and in south Texas, along the Rio Grande river with Mexican migrant families. Both of the studies reported by McConnell (1989) successfully introduced non-English speaking children to the English language curriculum.

Canada has a unique situation throughout the country. The majority of its provinces are English speaking but there are pockets of French throughout the nation other than the province of Quebec. Romney, Romney, and Braun (1988) tell of a program where mono-lingual English speaking children enter a French speaking school.

Elley (1991) describes nine different studies of second language learning among children entering schools in a variety of countries. Among the countries involved in these studies were many of the island nations of the South Pacific

where English is the main language of the schools. A study in Singapore where English was taught during the first few years of school was another of the studies reported on by Elley (1991) as was the teaching of English to Pakistani children in England. All of these studies were met with success in instructing children in a second language, the language of the school not the home.

When mastering a second language students must acquire additional input from outside the schools (Krashen, 1989; McConnell, 1989; Romney, Romney & Braun, 1988; Royer & Carlo, 1991). Many children, learning a second language when entering the schools have little opportunity for extending their new vocabularies outside of the school because the language of the classroom is not always useful in the real world (Romney, Romney, & Braun, 1988). Children who are learning a second language because they do not speak the language of the school usually don't go home to an environment where the new language can be practiced.

Royer and Carlo (1991) feel that developing listening skills in the new language will later help the student in reading the second language. In fact, they state that "listening skills acquired in English (the second language) show up a year later in reading in English" (p. 452). They go on to say that students who are "adept at acquiring oral English skills turned out to be the good readers in English a year later" (p 455).

CHAPTER III

ANTICIPATED OUTCOMES AND EVALUATION INSTRUMENTS

Goals and Expectations

The following goals and outcomes were projected for this practicum.

The general goal is to increase the vocabulary and comprehension of the students within the school. By increasing the vocabulary and comprehension of the students they will be able to successfully compete with native speakers on nationally normed achievement tests.

Expected Outcomes

1. Twenty of the 26 students will show evidence of growth by moving up at least one basal level (pre-primer to primer, primer to first reader, etc.).

2. When The San Diego Quick Assessment Test (Ekwall & Shanker, 1993) is readministered to participating second graders, at least 20 of the 26 students will show evidence of growth by moving up at least one instructional level.

3. When test two of the Ekwall/Shanker Reading

Inventory (Ekwall & Shanker, 1993) is readministered, at least 20 of the 26 students will show evidence of growth by moving up at least one basal level at the instructional level.

4. When the listening comprehension test of the Ekwall/Shanker Reading Inventory (Ekwall & Shanker, 1993) is readministered there will be at least 20 students scoring 70% or better at the third grade level.

5. When the Writing Vocabulary Test (cited in Clay, 1985) is given in a post-test administration the mean score will show at least a 50% increase (i.e., $\geq$40.2) over the mean score on the pre-test (i.e., $\geq$26.8).

Measurement of Outcomes

After the implementation period was completed, the cooperating teacher was interviewed and reading records were checked. These records were checked to verify the beginning instructional reading levels and the final instructional reading levels for each of the students within the class. The amount of growth for each student was recorded.

The San Diego Quick Assessment Test (Ekwall & Shanker, 1993) was individually administered to each of the participating students after the implementation period was completed. The scores for each of the students were registered on the testers score sheets and these scores were

later compared with the scores obtained on the same test prior to the implementation period.

Test two, forms C and D, of the Ekwall/Shanker Reading Inventory (Ekwall & Shanker, 1993) was individually administered to each of the participating students after the implementation period was completed. Scores for both the oral reading passages and silent reading passages were obtained, and these scores were later compared with scores obtained on test two, forms A and B of the Ekwall/Shanker Reading Inventory (Ekwall & Shanker, 1993) given prior to the implementation period.

The listening comprehension test, forms C and D, of the Ekwall/Shanker Reading Inventory (Ekwall & Shanker, 1993) were individually administered to each of the participating students after the implementation period was completed. A listening comprehension level was computed for each of the students, a score of 70% or higher would indicate mastery, mastery at any one level indicated that the next level was to be administered. This continued until the first level was reached at which the student did not score 70% or better. The listening comprehension level was considered as the highest level at which the student scored 70% or better.

The Writing Vocabulary Test (cited in Clay, 1985) was given individually to each participating student at the completion of the implementation period. Each student was given 10 minutes to write all the words he/she knew how to

write, with word categories suggested when the student seemed to be stuck; such as, "Do you know how to write the names of any foods?" A score was calculated by scoring one point for each word correctly listed and subsequently read by the student. Any word written correctly, but not known when read, was not scored as accurate, thus no point was scored. A mean score was calculated using all the tests given.

CHAPTER IV

SOLUTION STRATEGY

Discussion and Evaluation of Solutions

The majority of the student body, at the writer's school, learn English as a second language. Thus, the school had a large number of students who did not understand many of the expressions and terms used by native English speakers, and were not scoring at, or above, the national average on reading tests due to a lack of vocabulary in the English language.

A second language should be acquired while learning something else, not through formal language instruction; in other words naturally (Elley, 1991; Romney, Romney & Braun, 1988). A child does not learn their native language formally, but rather word by word, phrase by phrase. MacNeil (1988) believes that "words heard clearly form the earliest layers (of language) because children live in the oral tradition" (p. 20). A child's first words are not and, the, or but. They are usually nouns which have significant meaning to the child. A parent does not sit the child down at the kitchen table and teach him/her the proper order of

words in a sentence. But, by the age of five, most children speak their mother tongue correctly following the basic rules of grammar and have acquired a basic vocabulary. Why should a child be expected to learn a second language any differently?

Children throughout various parts of the world are immersed in a second language from the time they enter school. They are taught in the second language not just the second language. Romney, Romney, and Braun (1988) tell of English speaking children who enter French speaking schools in Canada where "the goal is to have the new language acquired through its continuous use while learning something else and not by means of formal language instruction. It is supposed to be a 'natural' way of learning a language within the school environment" (p. 530). Elley (1991) describes several studies done in various South Pacific nations where children are taught a second language through "...'natural language' approaches, because they assume that acquisition occurs naturally through extensive exposure ... with minimal systematic instruction and few linguistic controls on input" (p. 376).

Developing listening skills in the new language will later help the student in reading the second language (Elley, 1991; Piper, 1986; Romney, Romney, & Braun, 1988; Royer & Carlo, 1991). Students in various immersion programs, which believe that second language acquisition

will occur through "natural language approaches" (Elley, 1991), are using story books written in the second language to help students increase their listening skills (Elley, 1991; Piper, 1986; Romney, Romney, & Braun, 1988). Just as children's listening vocabulary (aural comprehension) is beyond their speaking level or vocabulary in first language learners, it has been found that second language children who are read to from books that are beyond both their speaking and reading vocabularies are understood (Frick, 1986; Wells, 1986). Talking with the children about these books increases the children's understandings while new words are introduced and anchored to meaningful concepts.

In their study, Royer and Carlo (1991) found that second language learners could significantly tie their reading achievement in English at the end of the sixth grade to their English listening skills from a year earlier. "This tie between listening and reading in the second language points to an indirect effect of general linguistic ability on reading performance, operating through the medium of oral language acquisition" (p. 454) They go on to say that "it seems also that programs are correct in actively developing students' listening skills in the new language, since these too will later help the students read in L2 (language two) (Royer and Carlo, 1991, p. 455)."

Reading aloud to children is a natural or low anxiety way to help children increase their vocabulary (Carter &

Abrahamson, 1991; De Jong, 1986; Elley, 1991; Goodman, Bird, & Goodman, 1991; Huck, Hepler, & Hickman, 1987; Kimmel, 1983; Michener, 1986; Piper, 1986; Romney, Romney, & Braun, 1988; Trelease, 1989; Wells, 1983; Wells, 1986). Elley (1991) states that when children are "...immersed in meaningful text, without tight controls over syntax and vocabulary, children appear to learn the language incidentally, and to develop positive attitudes toward books" (p. 375).

In Wells' (1983, 1986) longitudinal study of language acquisition it was found that the best predictor of educational attainment was a knowledge of literacy on entering school. Wells (1986) explains how oral language is effected by stories and how the listening to the oral reading of books is important to children in building a desire to read.

> In conversation, children discover the forms of oral language that correspond to their inner storying. But in listening to stories read aloud they not only extend the range of experience they are able to understand but also begin to assimilate the more powerful and more abstract mode of representing experience that is made available by written language. Then, having already discovered one of the chief functions of reading and writing--that of conveying stories--they are prepared for the task of

> mastering this new medium and the conventions and skills that this involves. (Wells, 1986, p. 200)

Students who have been read to, as a whole, do better in school than those who were not read to (De Jong, 1986; Frick, 1986; Trelease, 1989; Trelease (speaker), 1989; Wells, 1983; Wells, 1986). Frick (1986) takes the subject of oral reading one more step and includes storytelling as an important aspect in nurturing listening skills. "Reading skills are also fostered directly through the oral presentation of a story" (Frick, 1986, p. 301).

Trelease (1989) explains that teachers at all grade levels need to read to their students. Many students who have never had the love of reading nurtured at an early age have been turned on to the love of reading and books by a teacher in either the intermediate grades or even junior or senior high school. Ecroyd (1991) states that "...(S)students at risk in reading will not value reading per se unless they believe that their teachers value reading" (p 77). Teachers of younger students are more likely to read aloud to their students while many intermediate teachers admit "...that they rarely if ever read to their classes as there was no time in the mandated scheduling of classes" (Gunter, 1994, p. 13). Teachers, who claim that they have no time for reading aloud, might want to consider a whole language approach which would help with vocabulary acquisition and would help provide meaningful

literature in the classroom (Goodman, Bird, & Goodman, 1991; Kalb, 1988). By borrowing the whole language approach Wicklund (1989) suggests poetry as a "vehicle" for expanding vocabulary in any classroom.

Light bulbs were lit within this writer's mind while doing background reading for the implementation of this practicum. One way to have children talk about literature is to have children retell a story. In retelling a story the child would be encouraged to use the newly acquired vocabulary, for a child must also use a word to make it a part of their speaking vocabulary, not just their listening vocabulary. Retelling would need to be demonstrated in a natural setting by the teacher prior to having the children try their hand at retelling. Puppets often give children a sense of well being as it is the puppet who is doing the talking. Puppet shows retelling a favorite story might get the shy child involved in the retelling of a particular story. The puppet stage from the media center can become a prop for a class involved in retelling of favorite stories or possibly the telling of original stories the children plan.

Wells (1986) tells of the importance of the child's first teacher in the acquisition of language, the parent. Many of the parents speak little or no English, but a weekly parent/child night at the library was begun to interest parents in the importance of reading with their child. It

doesn't matter if the parents are reading in Spanish or English as long as they are reading to their child.

For those parents who had some understanding of the English language, or even those who didn't, the school purchased individual books with audio tapes for circulation to parents during parent/child night activities. The children enjoyed explaining some of the stories heard via way of tape to their parents, and the parents even acquired a broader vocabulary in the English language by sharing these stories with their children.

Description of Selected Solution

The writer was prepared to try a variety of ideas to interest the students in the participating class to read and listen to stories. Either the writer or the co-operating teacher read aloud to the students on a daily basis. This oral reading helped build a rich common foundation in literature for the children to use as a focal point in some classroom discussions, as many of the books selected were chosen with whatever thematic unit was currently under study. It was hoped that these read-aloud sessions would include time for what Sheppard (1990) calls "whole-group dialogue" (p. 74). By using this group discussion method "the class constructs meaning with each other's help" (Sheppard, 1990, p. 74).

Collaborative planning with the co-operating teacher was done on a weekly basis. It was hoped that classroom learning could be reinforced with what was done during the read aloud program. Collaborative planning between a media specialist and a classroom teacher is a way to "bridge" the learning done within the two programs (Dame, 1993).

Letters were sent to various authors requesting information about their favorite books as a child. The students in the co-operating class were permitted to help choose the authors that they wanted to hear from.

"Buddy" readers were trained to read and listen to the participating second grade class. Each second grader had his/her own "buddy". These buddies came from various fifth grade classes. Teacher recommendations of students who could read, but needed a boost to their own self-esteem, were an important component in selecting "buddy" readers.

Report of Action Taken

Prior to implementing the practicum, the writer obtained permission from the appropriate administrators to proceed with the implementation of the project. The principal had been kept aware of the proposed plan and believed that it would fit into the school's plans for an accelerated school.

The writer worked with the participating classroom

teacher, through collaborative planning, and in deciding which books would be read to the class. Many of the actual titles were selected for reading by the classroom teacher to fit into the curriculum of the second grade class, which used a whole language approach to teaching many of the subjects such as social studies, and science in addition to the language arts. During the 32 weeks of the practicum implementation, the writer worked with the participating class and teacher on a weekly basis. While working with the class the writer kept both a log and a journal in order to have documentation of what happened during the implementation period.

Post-tests were given to all members of the class at the completion of the practicum period although several students entered the class sometime during the practicum process. The scores of those students entering the class after the first month of the school year were not used. The writer then compiled the information gathered.

Week one began with several short collaborative planning sessions with the second grade teacher whose class would be involved during the practicum implementation. These were held during the three day planning period prior to the beginning of the school year.

The Literature Enrichment Program (LEP) was begun during the second week of the practicum. Trade books from both the library and the personal collection of the co-

operating teacher were read to the students on a daily basis to enhance the planned curriculum. A Video Enhancement Program (VEP) which included a weekly video from the school's Reading Rainbow collection, or a literature based video/filmstrip, was also begun during this week.

During week three, the LEP was continued on a daily basis. It was decided that students would be informally asked by the directing teacher to decide on their favorite book, thus far read, for a re-reading on a semi-regular basis as it fit into the plans of the co-operating teacher. The second grade class being used for this practicum is housed in a pod or "arena" within the school. Each arena houses from three to four classes without any walls defining their exact boundaries. The three teachers teaching within "Arena B" found themselves compatible to some team teaching and decisions for the Video Enhancement Program (VEP) were thus planned for the entire group of 84 students to be shown over the schools closed circuit television system during most weeks, but were shown on the big screen television housed in the media center when the three teachers and this writer felt that a particular video would be enhanced by a larger format.

Weeks four and five were a continuation of the program with the LEP program continuing on a daily basis. The author/illustrator Marc Brown was introduced during week four. A weekly reading of one of his (Marc Brown) books was

planned to continue for the next several weeks as a part of the LEP daily readings. The writer created and sent notices home, (see Appendix A for a copy of the notice) to not only the parents of the participating class, but invited any interested parents within the school to hear Jim Trelease, author of The New Read Aloud Handbook (Trelease, 1989), speak to parents and the community at a local university . The County Public Education Fund offered free bus transportation to the local university where Mr. Trelease was speaking. The co-operating teacher was the guest of the writer for a day time presentation to hear Mr. Trelease speak to a group of media specialists and teachers within the county. In this writer's opinion, a read aloud program could not ask for a better guest speaker to appear on the scene.

During week six, parents were invited to an evening meeting which reiterated the importance of reading aloud to students. The parents were given a parent's library card and were able to check out materials to use with their children. A packet, of reading aloud materials, including listings of suggested titles compiled by this writer, for various age levels was given to each person attending the meeting (see Appendix B). The media center was opened every Tuesday evening from six to eight for a family night of reading beginning in week six. The entire school was informed of family night to be held at the media center (see

Appendix C for notice).

Parent/child night in the media center was promoted over the morning announcements during week seven and at various intervals throughout the year. Both the LEP and VEP continued.

A selection from the selected author (Marc Brown) was read as a part of the LEP program during week eight. The writer was shown the reading logs that the children had begun. These logs were a compilation of both the books being read aloud to the class as a whole, and those books being read by the individual students. The students were provided with time to place information within their logs on a weekly basis. These logs were kept for the year within individual duo-tang folders filed within the classroom container provided by the co-operating teacher.

Weeks nine and ten were a continuation of both the LEP and VEP. The favorite story from week seven was re-read as one of the LEP stories during the week.

Selected fifth graders began "buddy reading" training during week 11. The fifth graders were selected by their homeroom teachers. They were students who were reading at a third or fourth grade level who would benefit by reading aloud to a student in the second grade practicum class.

Week 12 introduced the fifth grade buddy readers to the second grade class. A unit on folk tales from around the world began as a part of the LEP. Buddy readers had

selected and been rehearsed with various folk or fairy tales. Folktales from around the world continued to be read by both the buddy reader and the classroom teacher during weeks 13 - 15.

A librarian, from both the Hispanic Branch Library and the nearby Branch Library, was invited to speak to parents during the parent's night meeting held during week 16. Invitations to parents reminding them that there was a special guest at this weeks parent's night were made and sent home. Buddy readers were given a break for the remaining weeks of the year because of the building holiday excitement.

Holiday stories were included as a part of the curriculum during both weeks 17 and 18. The storyteller from the public library came to the school and told stories to all the grades just prior to the winter recess during week 18.

The Writing Vocabulary Test (cited in Clay, 1985) was modified and given as a midway check. The test was modified by giving it to the entire class at one time and general catagory clues were given every 45 to 60 seconds. This test was given at the beginning of week 19 when the students first returned from their winter recess.

Co-operative groups were formed to work on a class book of folk tales from around the world during week 20.

Dinosaur books were in constant demand during weeks 21

to 23 as the class began a unit on the study of these ever popular animals. Research skills became a part of small co-operative groups which came to the media center on a regular basis. The writer was pleased at the number of fictionalized stories starring these long extinct animals that were in the schools print collection. The Land Before Time (Bluth, Goldman, & Pomeroy, 1988) was the movie of choice for VEP during week 22 and its sequel The Land Before Time II: The Great Valley Adventure (Bluth, Goldman, & Pomeroy, 1994) was shown during week 23.

Buddy Readers helped the second graders select and practice reading easy books for a special presentation to a kindergarten class during week 24. During the week, the writer requested that the PTA have a pizza party for the second grade class, and their fifth grade buddies, after the book presentations to the kindergarten later in the year.

Since the school is extremely overcrowded, the 10 kindergarten and pre-kindergarten portables are housed at the middle school which is about six blocks away. Permission slips for the walking field trip to the kindergarten were sent home during week 25 with both the second grade class and their fifth grade reading buddies. The fifth graders spent their time, with their second grade buddies, listening as the second graders prepared their stories for presentation to the kindergarten.

Week 26 was planned as a simple week with the walking

field trip held on Friday of that week. The story time seemed to be enjoyed by all. Although the second graders said that the pizza party held in their class at the end of the day was the best part. A coalition of government agencies from both the city and county selected the school as the first Hispanic school to be trained for a project entitled "Kids for Peace". This program had been used at two predominantly black schools within the county with great success. Weeks 26 to 32, and beyond, saw a flurry of activities related to this topic. It was quickly adopted and adapted into the curriculum of all classes.

During weeks 26 and 27 the participating second grade class was also involved in a letter writing project to their favorite authors which they had read or listened to during the course of the year. The classroom teacher reviewed letter writing during language arts instruction, while the writer met with small groups of students in the media center. Each member of the various groups brought their individual reading logs and had to nominate an author for their group letter. Every group was required to come to a majority agreement on their favorite author. These second graders were hard to persuade to vote for any author but their own nominee. Each group finally selected their favorite author and group letters were written and sent to the selected author's respective publishing companies.

A class book entitled "My Favorite Author" was begun

during week 27. By making this book, all nominees from the previous week or in some instances their substitutes, could be presented for all to see. The book featured a two page display made by almost every child. Each two page display was placed on facing pages of the book. The book took more time than was originally planned by both the writer and the co-operating second grade teacher. It was finally bound into a book format during week 30.

The co-operating teacher was given a gift wrapped copy of Charlotte's Web (White, 1952), by the writer, during week 28. The class began listening to the story chapter by chapter and enthusiastically kept the writer updated on the exploits of Wilbur and company.

Week 29 was used to pull many on-going activities together. Because of the hectic schedule in this particular second grade arena, the antics of Charlotte and friends were only followed about three times a week.

Reading of the very popular chapter book continued with art activities and the beginning of a unit on spiders during weeks 30 and 31. The second grade class somehow found out about the writer's fear of spiders, and sent spider pictures and spider information to the media center on a very regular basis.

What better way to wrap up the novel but to show the video Charlotte's Web (Barbera, & Hanna, 1972) during week 32.

During the following weeks individual post-tests were given and information was compiled for readiness in compiling the final chapters of the report.

CHAPTER V

RESULTS, DISCUSSION AND RECOMMENDATIONS

The Stanford Achievement Test and other similar tests are given throughout the nation with results often printed in the local newspapers. Reports also show gains or losses for each school and many times schools are compared according to test scores in reading and math. Vocabulary scores below the national average for the majority of the school's population are a part of the reason that the school has been designated a Chapter 1 school.

Although English is the official language of the school, over 95% of the students initially enter the school speaking little or no English. English for Speakers of Other Languages (ESOL) is provided for 55% of the student body, the other 45% have been either exited from the program because they are considered to be independent speakers of English or they entered the school speaking the English language.

Although students have been exited from ESOL it does not mean that their vocabularies are on a par with students throughout the country that are assigned to the same grade

level. In order to assist these students in acquiring a larger oral\aural vocabulary, and eventually a larger reading vocabulary, a read-aloud program was instituted. By reading aloud a variety of trade books; from easy to read picture books, to some rather sophisticated picture books, on to beginning chapter books, and a children's novel, the classroom teacher and this writer were interested in providing language experiences in a natural setting which children could enjoy.

Results

The outcomes which this practicum tried to meet were as follows:

1. Twenty of the 26 students will show evidence of growth by moving up at least one basal level (pre-primer to primer, primer to first reader, etc.).

2. When The San Diego Quick Assessment Test (Ekwall & Shanker, 1993) is re-administered to participating second graders, at least 20 of the 26 students will show evidence of growth by moving up at least one instructional level.

3. When test two of the Ekwall/Shanker Reading Inventory (Ekwall & Shanker, 1993) is re-administered, at least 20 of the 26 students will show evidence of growth by moving up at least one basal level at the instructional level.

4. When the listening comprehension test of the Ekwall/Shanker Reading Inventory (Ekwall & Shanker, 1993) is re-administered there will be at least 20 students scoring 70% or better at the third grade level.

5. When the Writing Vocabulary Test (cited in Clay, 1985) is given in a post-test administration the mean score will show at least a 50% increase (i.e., $\geq$40.2) over the mean score on the pre-test (i.e., $\geq$26.8).

When interviewed at the end of the last school year, first grade teachers placed the 26 participating second graders at the following levels of reading instruction. Six were using the first grade reader at the end of the first grade but none had finished it. Seven were finishing the primer with an additional 10 in one of the pre-primers. Three students were classified as non-readers by their first grade teachers. The first outcome states that 20 of the 26 students will show evidence of growth by moving up at least one basal level and the co-operating second grade teacher gave the following placement at the end of the implementation period. Fifteen were reading at the second grade level, with eight at the first grade level. The primer level had one while the pre-primer level had an additional two students. The co-operating teacher stated that the two students at the pre-primer level were basically non-readers. Because the classroom teacher stated that she could show that 23 of the 26 students had progressed at

least one instructional level during the year, this outcome was achieved.

The second graders were given The San Diego Quick Assessment, or Graded Word List (Ekwall & Shanker, 1993) at the end of the implementation period. Two of the 26 students were considered at the frustration level on the pre-primer list. The remainder of the class obtained instructional levels as follows: one primer, 12 first grade, one second grade, 10 third grade. All the students but two, showed at least one level of instructional progress while others made a much larger jump thus achieving this outcome.

When test two of the Ekwall/Shanker Reading Inventory (Ekwall & Shanker, 1993) was re-administered to the participating second graders all but three of the students showed at least one instructional level of growth. Forms C and D were used for the re-administration as forms A and B were used for the pre-test. Originally, seven students scored at the frustration level on the pre-primer/primer reading passage, but only two students remained at this non-reading level on the post-test. The other five, who had originally scored as non-readers, scored at the pre-primer/primer instructional level on the post-test, with one student remaining at this level. The remaining students all progressed at least one level with nine seemingly ready for instruction at the third grade level of reading instruction, and another seven ready for instruction at the second grade

level, and an additional three ready for first grade instruction according to the results of the post-test. This outcome was achieved with at least 20, actually 23, making at least one instructional level of gain on this test.

The listening comprehension test of The Ekwall/Shanker Reading Inventory (Ekwall & Shanker, 1993) was re-administered using forms C and D as the post-test measurement. A total of seventeen students scored at either the third or fourth grade listening comprehension level, with a total of five students scoring at the fourth grade level, and 12 students scoring at the third grade level. Five additional students scored at the second grade level and three students at the first grade level on the post-test. Two students were considered to be at the frustration level at the pre-primer/primer level. The fourth outcome asking for a total of 20 students to be at a third grade listening level was not achieved.

The mean score on the post-test of the Writing Vocabulary Test (cited in Clay, 1985) was 43.89. This was a 63.8% increase over the 26.8 mean scored on the pre-test. The fifth outcome asking for a 50% increase was achieved.

Discussion

The writer had been nudging classroom teachers into reading aloud to their students for several years. Progress

has been slow, but some teachers grudgingly said that they would try it, but really did not have time nor did they expect their class to enjoy the experience. Two or three of these teachers reported that it was a great experience and asked for other recommendations for books that would supplement their curriculum. Later, it was found that few of these teachers had teachers who had read aloud to their classes on a regular basis. Many of these same teachers admitted that although their parents and they themselves were readers very little reading aloud was done in the home once they were able to read.

The writer became a real disciple of reading aloud while doing the research for this practicum. Facts and findings from various studies were prevalent in reports made to the curriculum committee which the writer co-chaired during the spring prior to the implementation of this practicum and served on during this year. When it was discovered that Jim Trelease the author of The New Read Aloud Handbook (Trelease, 1989) was to be a guest of the county's Public Education Fund and the School System's department of Library Services, this writer searched for ways to involve as many parents and teachers as possible. A worse night for a speaker could not be found. It rained over five inches in a 24 hour period. But, the school had obtained the use of a bus which was shared with a near-by school through the county's Public Education Fund, and

approximately 15 parents and teachers used this conveyance to attend the function at a university about 25 miles away. Several other parents and teachers joined the bus riders at the auditorium and enthusiastically reported back to the writer on the merits of Mr. Trelease's talk. The writer now found others spouting the importance of reading aloud to fellow faculty members.

A group of teachers have approached the writer about ordering class sets of paperback books so that actual books could be used instead of the condensed versions found within the reading texts. The nucleus of this group had all attended the talk on the importance of reading aloud. There were actual converts within the building other than the few who had been so closely cultivated. The principal provided several thousand dollars for the purchase of said sets and has recently let it be known that all faculty members will be required to read-aloud on a regular basis beginning in the fall of the forthcoming year.

The second grade class, who was involved in this practicum, come into the media center looking for the books that they have heard read to them. When looking at their reading logs at the end of the year, the writer found many authors which had been introduced throughout the year. But it was also discovered that many other titles by the now familiar authors were found within these listings, as well as those read to the class. As a whole, this particular

second grade class checks out more library books than any other second grade class. There is one class that is in close running, but their teacher has shown an interest in the practicum from its inception and often discusses the books being read with the co-operating teacher.

The increase of vocabulary in second language learners has been the impetus of this years reading aloud. The writer has found that this class will ask the meaning of words found in the stories, as well as words they hear in conversations. They have been encouraged to do so by both the classroom teacher and this writer. They do not seem shy and have been known to interrupt conversations that they were not a part of. Just as Romney, Romney, and Braum (1988) reported on the findings of mono-lingual English speakers entering French speaking schools, the class seems to have naturally learned many terms through stories and discussions of these stories as well as the viewing of various literature related videos.

During the year, the writer appeared in the second grade classroom on a Thursday afternoon un-announced and enquired if it would be alright to kidnap the class for about one-half an hour. The co-operating teacher, who had complained of a headache at lunch, seemed to be happy to lose her charges for awhile. A member of the class asked what kidnapped meant and would they like it. The word was explained and a short discussion on whether or not it was a

true kidnapping ensued. The writer could imagine a child going home to announce to their parents that they had been kidnapped during school. The class heard the first half of the chapter book Freckle Juice (Blume, 1971) that afternoon. While walking through the hall, the next morning prior to the beginning of the school day, the writer was stopped and asked if the class could be kidnapped again that afternoon to hear the end of the story. Of course they were, and the term kidnap has appeared in several of the stories written by the students throughout the year.

Because of the class's progress, it is easy to sometimes forget that the English language is not their mother tongue. But the writer who has been so proud of their oral/aural language, was brought up short during the post-testing of this particular class. On going out to the court, where the class lines up before school, to bring in a student to test during this free time, the writer found only one student in line along with about 15 book bags. When asked where the other members of the class were, the boy simply stated that they were in the cafeteria eating lunch. We often forget that simple terms like breakfast are not necessarily a part of the vocabulary of second language learners.

Royer and Carlo (1991) explain that oral/aural vocabulary learned during one year will show up a year later in the reading vocabulary of the learner. It will be

interesting to follow these children into the third grade to see if their reading truly reflects their progress made during this year.

When the first grade teachers were first interviewed about the reading level of the various students, the writer enquired as to why the three identified non-readers were not being retained in first grade. Of the three non-readers, one had just been tested by the school psychologist and was recommended for placement in a learning disability class for a portion of everyday beginning in the second grade; the other two were not recommended for retention because of the county's suggestions for promotion of all ESOL students who had been in the program for less than two years.

Their second grade teacher admitted that these same two boys had made little progress, although they could read some of the Dolch sight words and knew letter names, sounds seemed to be remembered one day and forgotten the next. Both of the students were in the midst of testing for various problems. The primary counselor, along with the classroom teacher, felt that one of the boys might be found to have an emotional problem but feel that the other boy might be placed in a class for learning disabilities.

Recommendations

The media center was kept open one evening a week to provide a time for parents to come in with their children for the purpose of checking out materials. This was very poorly attended throughout the year and it has been suggested that the school not continue this practice during the next school year. Instead of opening from six to eight one evening a week, the media center should try staying open from four to six one afternoon a week. Since there is an after school day care program open during these hours, parents may respond by stopping at the media center, while in the building picking up their children.

Taped books purchased for the sole use of parents and children should be expanded to include more intermediate level books. Picture books and their corresponding tapes were checked out, but more intermediate level books were requested by both children and parents. More cassette recorders for home use need to be bought, for it was found that many families did not have a tape recorder in the home. Those few which were allowed to circulate were taken care of, and requests for others had to be placed on a waiting list.

Collaborative planning between the classroom teacher and the media specialist needs to be done on a long range basis as well as on a short term weekly basis.

Dissemination

The school's principal has been kept aware of the progress of the implementation of this practicum and knows of the interest of many of the teachers in the use of whole language experiences for the next school year. The principal has informed the school's advisory committee on her wishes for the entire school to become involved in reading aloud during the up coming school year.

The writer has been asked to help serve on a committee to write a policy and recommendations for the county's media specialist association, during the coming summer, on the importance of reading and reading aloud in particular. These activities and recommendations will be disseminated throughout the county's 200+ school libraries.

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APPENDIX A

JIM TRELEASE NOTICE

PROGRAM IN ENGLISH

SOLAMENTE ADULTOS

ADULTS ONLY

55

presents

FREE

GRATIS

JIM TRELEASE

Nationally-Known reading advocate and bestselling author in a special program for parents and educators

Come share the enthusiasm and find out why we MUST

Read to the Children

Tuesday, Sept. 13, 7:30 p.m.
Broad Center for the Performing Arts
Barry University, 113000 N.E. Second Ave.

- Free book prizes from scholastic Books. The Miami Herald, Southern Book Service, and more!
- Refreshments • Information 884-2172

• **Cosponsors:** The Miami Herald, Dade County Public Schools, United Teachers of Dade, Dade County Media Specialists Association, Dade Reading Council, Dade County Council PTA/PTSA

• BUS WILL LEAVE AT 6:00 P.M. •

Dear Parents:

Come hear nationally-Known reading advocate speak to parents and teachers on Tuesday, September 13th. Free bus transportation will be available on a limited basis. The program will be presented in English. Please fill in and return the form found below.

Queridos Padres:

Los invitados a asistir el martes 13 de septiembre a las 7:30 p.m. a una conferencia ofrecida en Barry University para padres y maestros solamente. Tendran transporte gratis limitado. El programa sera ofrecido en ingles solamente. Por favor llene la forma adjunta y devuelvala tan pronto como sea posible. Gracias.

__ Yes, I am interested in attending and would like transportation
__ Yes, I am interested and will provide my own transportation
__ No, I cannot attend

Name: _____ **phone:** _____

Address: _____

__Parent __Teacher

BEST COPY AVAILABLE

APPENDIX B

READ ALOUD PACKET

Why Read Aloud?

Reinforces lifelong reading

Enlarges vocabulary

Allows for nurturing of shared experiences

Demonstrates the connections between oral and written language

Arouses the imagination

Leads to knowledge about a variety of literature and authors

Offers opportunities for active listening

Utilizes appropriate language patterns

Develops achievement potential

Ageless Picture Books

1994-1995

1. **Dream Peddler**
   Gail E. Haley
2. **Johnny Appleseed**
   Reeve Lindbergh
3. **King's Equal**
   Katherine Paterson
4. **Legend of the Persian Carpet**
   Tomie DePaola
5. **Life Doesn't Frighten Me**
   Maya Angelou
6. **Seven Blind Mice**
   Ed Young
7. **Sign of the Seahorse**
   Graeme Base
8. **Uncle Jed's Barbershop**
   Margaree K. Mitchell
9. **Who Belongs Here? An American Story**
   Margy Burns Knight
10. **Widow's Broom**
    Chris Van Allsburg

Primary Read-Alouds

1994-1995

1. **Chester's Way**
   Kevin Henkes
2. **Chicken Sunday**
   Patricia Polacco
3. **Fish Faces**
   Norbert Wu
4. **Koala Lou**
   Mem Fox
5. **My Great Aunt Arizona**
   Gloria Houston
6. **Old Black Fly**
   Jim Aylesworth
7. **Porcupine Named Fluffy**
   Helen Lester
8. **Queen's Holiday**
   Margaret Wild
9. **Terrible Eek**
   Patricia Compton
10. **That's Good! That's Bad!**
    Margery Cuyler

Intermediate Read-Alouds

1994-1995

1. **Clearing in the Forest: A Story About a Real Settler Boy**
   Joanne L. Henry
2. **Double Trouble Squared**
   Kathryn Lasky
3. **Golden Days**
   Gail Radley
4. **Greek Myths**
   Geraldine McCaughrean
5. **High Rise Glorious Skittle Skat Roarious Sky Pie Angel Food Cake**
   Nancy Willard
6. **Justin and the Best Biscuits in the World**
   Mildren P. Walter
7. **Letters from Rifka**
   Karen Hesse
8. **Lotus Seed**
   Sherry Garland
9. **Real McCoy: The Life of an African-American Inventor**
   Wendy Towle
10. **Weasel**
    Cynthia DeFelice

Ageless Picture Books

1993-1994

1. **Angel for Solomon Singer**
   Cynthia Rylant
2. **Aunt Hilarity's Bustle**
   Helen Ketteman
3. **Empty Pot**
   Demi
4. **Feathers and Tails**
   David Kherdian
5. **Fortune Tellers**
   David Alexander
6. **Stinky Cheese Man and Other Fairly Stupid Tales**
   Jon Scieszka & Lane Smith
7. **Talking to the Sun**
   Kenneth Koch & Kate Farrell
8. **Thirteen Moons on Turtle's Back**
   Joseph Bruchac & Jonathan London, eds.
9. **Through the Mickle Woods**
   Valiska Gregory
10. **Time Before Dreams**
    Stefan Szernecki & Timothy Rhodes

Primary Read-Alouds

1993-1994

1. **Catwings**
   Ursula K. LeGuin
2. **Charlie Anderson**
   Barbara Abercrombie
3. **Galimoto**
   Karen L. Williams
4. **Happy Burpday, Maggie McDougall**
   Valiska Gregory
5. **Mother for Choco**
   Keiko Kasza
6. **Pigs Might Fly**
   Dick King-Smith
7. **Ruby**
   Maggie Glen
8. **Stories Julian Tells**
   Ann Cameron
9. **Talking Like the Rain**
   X.J. Kennedy & Dorothy Kennedy, eds.
10. **Time Train**
    Paul Fleischman

Intermediate Read-Alouds

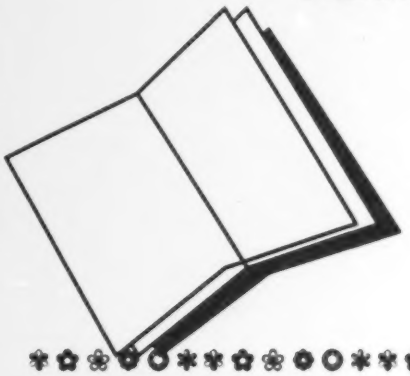
1993-1994

1. **American Tall Tales**
   Mary P. Osborne
2. **Attaboy, Sam!**
   Lois Lowry
3. **Brickyard Summer**
   Paul B. Janeczko
4. **Libby on Wednesday**
   Zilpha K. Snyder
5. **Mississippi Bridge**
   Mildred D. Taylor
6. **Rescue Josh McGuire**
   Ben Mikaelsen
7. **River Ran Wild**
   Lynne Cherry
8. **"Who Was That Masked Man, Anyway?"**
   Avi
9. **Wolf**
   Margaret Barbalet
10. **Yang the Youngest and His Terrible Ear**
    Lensey Namioka

APPENDIX C

PARENT NIGHT NOTICE

SHENANDOAH ELEMENTARY SCHOOL



Children who are not spoken to by responsive adults will not learn to speak properly. Children who are not answered will stop asking questions. They will become incurious. And children who are not told stories and who are not read to will have few reasons for wanting to learn.

Gail E. Haley

...and now for your assistance

The Library Media Center is now open every Tuesday evening from

6:00 p.m. to 8:00 p.m.

- Children must be accompanied by an adult.
- Parents may check out books on their own card.

SHENANDOAH ELEMENTARY SCHOOL

Niños a los cuales no se les hable de modo apropiado por personas adultas, no aprenderán a hablar corretamente. Niños a los cuales nose les den respuestas cuando pregunten, dejarán de ser inquisitivos. Se harán indiferentes. Aquellos niños a los cuales no se les hagan relatos o historietas tendrán muy pocas razones para querer aprender.

Gail E. Haley

...y ahora brinde su ayuda

La biblioteca está abierta martes por las tardes desde

6:00 p.m. hasta las 8:00 p.m.

- Los niños deberán ser acompañados por un adulto.
- Los padres podrán adquirir los libros usando sus propias tarjetas.